



Criteria Guidelines

STUDENT TEACHER: Charlotte Dickenson

SCHOOL: Mt. Boucherie Senior GRADE: 10

SUBJECT/LESSON: Socials 10 DATE: May 14, 2013 TIME: 9:05 - 10:10

COMMENTS BY: John McParland

This list of topics for comment is suggested only.

Professional Qualities

Work Ethic/Initiative
Attitude/Commitment
Interpersonal Skills
Humour
Energy/Appearance
Professional Ethics
Reflectivity/Self-Evaluation
Collegiality/Teamwork
Parent Communication
Communication Skills

Management Skills

Class Tone
Rapport with Students
Teaching Presence
Gaining Attention
Pupil Engagement
Transitions/Directions/Routines
Advance Preparation
Conflict Resolution

Planning / Preparation

Curriculum Expectations
Content Knowledge
Overviews
Lesson Plans
Principles of Learning
Organization
Time Management
Diverse Learning Needs

Learning Activities: Instruction and Assessment

Learning Objectives
Lesson Introduction
Development
Closure
Pacing
Presentation of Content
Resources/Strategies
Supervision/Safety
Questioning Techniques
Record-keeping/Marking
Criteria/Assessment
Evaluation/Reporting

STUDENT TEACHING OBSERVATION NOTES:

-well prepared
-professional: early to class, ready to teach
-much more settled after video clip, use of humour evident
-well spoken

-classroom expectations were given, students understood what they were expected to do
-strong tone, good volume, assertive (let certain students know that use of phones would not be tolerated)
-good transition from biography of Laurier to the concept of compromise activity
-solid facilitation of classroom discussion, most students were engaged
-good job of visiting each group and getting more information out of the students

-well developed lesson plan
-lesson broken down to reasonable time expectations
-good opening hook: "who is this person on the \$5 bill"
-split the back group up?

-have them return to their desks after the group activity to complete the written response

-the teaching objectives could be mentioned to the class at the start of the lesson, let the students know what they are learning about
-slow down on delivery of presentation
-give the students time to record notes or ask questions
-informative presentation: had the right amount of information, you did a very good job of filling in the blanks and expanding on points
-make sure to explain the activity more thoroughly before you send them off, "does everyone understand what they need to do?", "any questions?"

Great job, you did very well!

Student Teacher Signature

Mentor Teacher / Supervisor Signature